



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

In addition to the lectures and addresses comprising the main part of the volume, an appendix is added which includes President Eliot's "Address at the Special Academic Session Called to Confer the Degree of Doctor of Laws on Prince Henry of Prussia, March 6, 1902" (p. 221), and his "Address at a Banquet Given March 6, 1902, by the City of Boston, to Prince Henry of Prussia" (p. 225).

Each chapter is an interesting and scholarly presentation of the views of one of America's foremost citizens, upon a subject that should receive the most serious consideration of every thoughtful person interested in the preservation of all that is highest and best in civilization.

LORIN STUCKEY

STATE UNIVERSITY OF IOWA

Colored School Children in New York. By FRANCES BLACOER, Special Investigator for the Committee on School Hygiene of the Public Education Association of the City of New York, New York, 1915. Pp. 176.

This is a study of the "race problem" at first hand.

In the year 1911, one of the large public schools of New York City had occasion to report to the school authorities a number of cases who appeared to be in need of special attention outside as well as in the school. Their classroom difficulties, in the opinion of their teachers, resulted almost entirely from the unsanitary or wholly neglected condition in which they were living.

It was the attempt to follow up this clue and to trace to their sources the outside influences responsible for classroom difficulties that brought this report into existence. Other studies have been made of the mentality of colored school children. They have been based for the most part on mental measurements and a comparison of colored with white children of the same grade and age. The assumption of these studies has been, as a rule, that where marked differences existed they were to be attributed to differences of race. What distinguishes this study is that it lays special stress upon other factors, namely, family life, isolation, and early training.

The principal interest of this investigation to the student of race contacts will be the light which it throws upon the curious and subtle ways in which race prejudice acts at once to stimulate and to inhibit the activities of the colored child. Under the influence of these conditions his mental life is thrown all out of gear and he is compelled to make special adaptations to social situations of which the white child knows

nothing; situations, also, of which the ordinary public school cannot and does not take any account. The school cannot of course, take account of situations created by race prejudice, because the public school cannot recognize the existence of race prejudice. To do this would be to recognize a different status in the negro and the white man.

As a result of this condition more is expected of the negro, and less, than of the white child; the colored boy and girl have more liberties and less freedom than the children of other races.

This, in substance, is the conclusion to which a study of the facts presented in this report lead. Intimate studies of contemporary social life such as this commend themselves to the student of social life, not merely for the light which they throw upon local conditions, but for the insight which they offer into the working of the subtler social forces elsewhere.

ROBERT E. PARK

UNIVERSITY OF CHICAGO

Wage Worth of School Training. By ANNA CHARLOTTE HEDGES.

New York: Teachers College, Columbia University, 1915.

The preface to this investigation informs the reader that "this inquiry involved seeing twenty thousand girls at work, conferring in detail with foremen, forewomen, and managers, questioning several hundred girls themselves, and making an exhaustive study of 617 questionnaires."

Statistical methods of enumeration, description, and interpretation are used more elaborately than is usual in such inquiries. The impression is left that the greater interest of the investigator is in the mathematical aspects of her problem, and that the standpoint of foreman and employer is more emphasized than the attitude of the women workers themselves. Some of the conclusions to which the writer comes are as follows:

1. Schools instruct girls without reference to discovering and training progressive wage-earning ability.
2. Training in specific process operations can be given best and most adequately by the management itself in the factory.
3. Work will be most remunerative to the girl who enters the industrial work from the school, able bodied, industrious, right minded, trained in dexterity and in the correct meaning and use of the English language.
4. Co-operation is necessary between the two great factors in the general education of all wage-earners, i.e., the school and industry. By co-operation, the school can continue the training of the girl whose economic needs unfortunately have shortened her school life, and aid in this continued training of the